



Lesson Planning Template & Reflection

1. Teacher Name: *Jennifer Watson* 2. Course/Content/Grade: *Health 7/8*. Unit/Module/Topic: *Unit 1: Mental Illness and Suicide*
 Prevention Duration: *90 minutes*

5. Core Standard(s):	<p>Standard 1: Students will demonstrate the ability to use knowledge, skills, and strategies related to mental and emotional health to enhance self-concept and relationships with others.</p> <p>Obj. 3 Examine mental illnesses.</p>	6. Objective(s):	<ul style="list-style-type: none"> • I can outline the types of mental disorders and give examples of each. • I can formulate my own opinions on the social stigma of mental disorders and describe how they can combat that stigma. • I can identify the risk and protective factors of affective disorders. • I can recognize my own reasons for wanting to protect others and myself from suicide. • I can summarize the risk factors for suicide and connect those risks to the warning signs of suicide. 				
7. Essential Vocabulary:	<i>Social Stigma, mental disorder, bipolar disorder, seasonal affective disorder, dysthymic disorder, affective disorders, suicide, risk factors</i>	8. Inter-Disciplinary Connections:	<i>Shared vocabulary: evidence, explain, perspective</i>				
9. Assessing for Student Learning:	<p><i>Students will complete a graphic organizer defining mental disorders.</i></p> <p><i>Students will be able discuss in a group the warning signs of suicide.</i></p>	10. Technology Integration: (When applicable)	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Teacher Use:</th> <th style="width: 50%; text-align: center;">Student Use:</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">Smart board Projector</td> <td></td> </tr> </tbody> </table>	Teacher Use:	Student Use:	Smart board Projector	
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11. Area for Content Specific Additions – Not applicable							
12. Pacing (mins.)	13. Lesson Sequence (What You Do When: Including Explicit Instruction/Guided Inquiry)	14. DOK Level	15. Grouping and Scaffolding Structures (including interventions for diverse learners)				
1 st day							
5 - 10 min.	<i>Starter: Bell ringer</i>	2	<i>Independent work Whole group discussion</i>				
3 min	<i>Bring Change to Mind PSA</i>	1	<i>Whole class</i>				
			16. Engagement & Checking for Understanding (OTRs: What will students be saying, writing, reading & doing)				
			<i>Writing responses in spiral notebook</i>				



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10 min	<i>Mental Disorders Classroom Scavenger Hunt</i>	2	<i>Independent work</i>	<i>Recording answers on graphic organizer Circulating through stations to find information to complete the graphic organizer</i>
20 min	<i>Affective Disorders (Depression) PPT/Discussion</i>	2 - 3	<i>Whole Class</i>	<i>Fill in graphic organizer Partner discussion Whole group discussion</i>
8 min	<i>Introduce Suicide - Discussion</i>	2	<i>Whole class</i>	<i>Think-Pair-Share Whole Group Discussion</i>
15 min	<i>Suicide Warning Signs - Discussion</i>	2 - 3	<i>Small heterogeneous groups- station teaching</i>	<i>Small group discussion Brainstorming Create a list of warning signs to share with whole group</i>
20 min	<i>Chalk Line Activity and Discussion</i>	3-4	<i>4 heterogeneous groups</i>	<i>Concept mapping Small group discussion</i>
5 min	<i>Suicide Prevention Story</i>	1	<i>Whole group</i>	<i>Reading</i>
17. Closure: (Students reflecting on their learning and providing feedback on their understanding to the teacher)		<i>Exit ticket, Students will answer: What did we do today? How can I apply this to my own feelings? Now what will I do with this information?</i>		
18. Feedback to students: (Teacher providing feedback to students on their learning and growth)		<i>Review exit tickets For the following class, assign appropriate activity based on exit tickets</i>		



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19. Lesson Plan Reflection Questions

1. Were my students ready for this lesson? What data supports this? *Yes. According to their discussion, they were mature enough to discuss suicide.*
2. Was the instructional objective met? How do I know students learned what was intended? *As they were completing their graphic organizers, I circulated to assess student learning. During discussion I will keep anecdotal notes on student learning.*
3. Were the students productively engaged? How do I know? *Students were engaged in the "Scavenger Hunt" game as they were all filling out their graphic organizers. Students weren't as engaged with the whole group instruction and discussions.*
- 4.
5. Did I alter my instructional plan as I taught the lesson? How and why? *Yes. As the class discussed Suicide and warning signs, I realized that the students were concerned about this topic. I extended the time to accommodate the robust discussion. I then had to shorten the time on the next two activities.*
6. If I had the opportunity to teach the lesson again to the same group of students, would I do anything differently? What? Why? *Yes, I will build in more engagement strategies to keep students engaged in the conversations.*
7. Are my students ready to "move on"? If yes, how do I know? If not, what adjustments/re-teaching do I need to make to ensure student understanding? *This class needs to continue to dialogue about suicide. I will use the exit tickets to group students to begin the next lesson.*